

University of Tennessee at Chattanooga

Special Collections Lesson Plans

Using Local Primary Sources to Explore the Impact of Inventions and Innovations of the Industrial Revolution: Part II

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Grade Level/Subject

United States History and Geography

Lesson Length

One block, approximately 75-80 minutes.

Central Focus

This is part two of a two-day lesson plan which covers the impact of the major inventors and innovators of the Industrial Revolution. The purpose of this lesson is to build upon students' prior knowledge of analyzing primary sources, the Industrial Revolution, and Chattanooga history. Using primary sources, students will identify major figures of the Industrial Revolution and describe their impact on Chattanooga and United States history.

Context

The Tennessee United States History and Geography Standards state, "the reading of primary source documents is a key feature of United States history standards." Research conducted by Anna Stefaniak concluded that, "young people who learned about local history displayed increased interest in that history, greater place attachment, civic engagement intentions, and generalized social trust" (Stefaniak, et al.). This lesson plan, informed by artifacts held by the University of Tennessee Library's Special Collections, provides K-12 teachers with primary documents to use in their classrooms while meeting state standards and allowing students to reap the benefits of engaging in local history.

Standards

US.05 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of Alexander Graham Bell, Henry Bessemer, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Nikola Tesla, Cornelius Vanderbilt, and Madam C. J. Walker.

Objective

Students will be able to describe the changes in American life that resulted from the inventions and innovations of Henry Bessemer, Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt.

Primary Language Function

Students will describe the changes in American life that resulted from the inventions and innovations of Henry Bessemer, Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt through summary, labeling, and illustration.

Key Vocabulary

Henry Bessemer, Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt. Students will read/examine primary and secondary sources which describe the key people in the lesson.

Syntax and Discourse

- Station 1: Students will use their skills of primary document analysis (syntax) to interpret documents and summarize their findings about the importance of Cornelius Vanderbilt (discourse).
- Station 2: Part 1: Students will use the rules of a character map (syntax) to describe the character and impact of John. D. Rockefeller (discourse).
- Station 3: Students will use their knowledge of Chattanooga and conventions of illustration (syntax) to create a depiction of Chattanooga without the invention of the Bessemer converter (discourse).
- Station 4: Students will use the rules of a character map (syntax) to describe the character and impact of Andrew Carnegie (discourse).

Accommodations

Students help each other by working in groups. The instructor is free to roam about class, helping individuals and groups as needed.

Formative Assessment Measure

The students will complete an activity at each station that will evaluate their mastery of the content of the station. Students will complete a short exit quiz that asks them to identify the inventions/innovations of Alexander Graham Bell, Henry Bessemer, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Nikola Tesla, Cornelius Vanderbilt, and Madam C.J. Walker and describe their impacts on American life.

Materials

- Station 1: Station 1 packet included in this lesson plan, pencils.
- Station 2: Station 2 packet included in this lesson plan, pencils. A sheet of printer/construction paper or giant sticky note to be used in both stations two and four, colored pencils, markers, or crayons.
- Station 3: Station 3 packet included in this lesson plan, pencils. A sheet of printer/construction paper or giant sticky note, colored pencils, markers, or crayons.
- Station 4: Station 4 packet included in this lesson plan, pencils, students' annotated copy of "The Gospel of Wealth." A sheet of printer/construction paper or giant sticky note to be used in both stations two and four, colored pencils, markers, or crayons.
- Optional: For stations two and four, the teacher may choose to use a single sheet of printer/construction paper for students to use in both stations, or may choose to replace the printer/construction paper with a single giant sticky note so that students' character maps can be displayed in the classroom.
- Closing: One quiz per student.

Procedures and Timeline

Opening

The instructor asks students to talk with a partner about something they found surprising, interesting, or troubling from the day before. Then they should share with the class. The teacher may also guide a short discussion about "The Gospel of Wealth" if students seemed to struggle with it the day before. This section should take about five minutes.

Work Session

The teacher should ask the students to get in the same groups as last class. Each of the four stations should be set up before the class comes into the room with instructions and materials at each station. Depending on the school's bell schedule, each station should take between 15 and 16 minutes and groups will rotate stations after the timer sounds. The instructor should set a timer for the appropriate amount of time at the start of each station change. The instructor should display the timer on the projector if possible. The instructor will be free to roam from station to station, helping groups and individuals as needed.

- In station 1, students will read in their textbooks about Cornelius Vanderbilt, examine the artifacts, and then write a few sentences about what Chattanooga would have been like without businessmen like Vanderbilt who invested in railroads and inland water trade.
- In station 2, students examine the infographic about John D. Rockefeller and then create a character map using the information from the infographic.
- In station 3, students will read in their textbooks about Henry Bessemer, examine the artifacts, and create an illustration that depicts what Chattanooga would be like without the Bessemer converter.
- In station 4, students will use their annotated copies of Carnegie's "Gospel of Wealth" and examine the artifacts to create a character map about him.

Closing

Students will complete a short exit quiz that asks them to identify the inventions/innovations of Alexander Graham Bell, Henry Bessemer, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Nikola Tesla, Cornelius Vanderbilt, and Madam C.J. Walker and describe their impacts on American life. This should take approximately 10 minutes.

References

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